Bincombe Valley Primary School Disadvantaged Pupils (PP/LAC) Strategy Statement 2019-2020

What is the Pupil Premium Grant (PPG)?

This is an amount of money the Government allocates to a school to support children who are entitled to Free School Meals (FSM) or have had FSM in the last 6 years (Ever 6), children who are looked after (LAC) and children who are from a service family. It is the aim to enable these pupils to reach their full potential and have the same learning opportunities as all other children.

PPG provides funding for two policies:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Supporting children and young people with parents in the regular armed forces.

Disadvantaged pupils are defined as pupils in receipt of Free School Meals and pupils who are Looked-After Children.

It is for the school to decide how to best allocate those funds, as they are best placed to assess what additional provision should be made for the individuals in their school. Pupils in receipt of the funding are supported in a variety of ways.

What do we receive at BVPS?

The total number of disadvantaged pupils, in receipt of Pupil Premium funding, at Bincombe Valley Primary School is currently 123, excluding the Nurseries. This equates to 43% of the R-6 school population.

This year, the school receives £190,208 in Pupil Premium Grant (PPG).

This document outlines how we are planning to spend the funding to raise standards for our disadvantaged pupils.

Summary information			
School	Bincombe Valley Primary School		
Academic Year	2019/20	**Total PP budget**	190,208
Total number of pupils	288	**Number of pupils eligible for PP**	123

End of Previous Year Attainment			
	Pupils eligible for PP	*Pupils not eligible for PP*	*Difference between PP and Non-PP*
% achieving ARE or above in Reading	69%	74%	-12%
% achieving ARE or above in Writing	49%	70%	-21%
% achieving ARE or above in Maths	63%	78%	-15%

End of Previous Year Progress			
	Pupils eligible for PP	*Pupils not eligible for PP*	*Difference between PP and Non-PP*
% of children made expected progress in Reading	94%	95%	-1%
% of children made expected progress in Writing	96%	95%	+1%
% of children made expected progress in Maths	93%	95%	-2%

End of Previous Year % of Children made Greater Than Expected Progress			
	Pupils eligible for PP	*Pupils not eligible for PP*	*Difference between PP and Non-PP*
Reading	43%	24%	+19%
Writing	27%	24%	+3%
Maths	42%	31%	+11%

% of children meeting standard in Phonic Screening Check			
	Pupils eligible for PP	*Pupils not eligible for PP*	*Difference between PP and Non-PP*
Year One	55%	77%	-22%

Barriers to future attainment (for PP-eligible children)	
A	Limited vocabulary and word recognition impacting on progress, particularly in Reading and Writing.
B	A number of PP-eligible children also have Special Educational Needs that create significant barriers to learning (67%).
C	Low attendance rates for the whole school (94%) and for PP-eligible children (93%).
D	Attainment on entry is below Age Related Expectations for almost all pupils (on entry to Nursery and Reception).
E	A number of vulnerable children have SEMH difficulties which impacts hugely on their ability to learn.
F	A lack of engagement in regular and consistent reading at home.

Desired Outcomes / Expenditure				
Desired Outcomes	*Success Criteria*	*Action/Approach*	*Target Group*	*Impact*
SDP Priority – 2. Maths / Learning Environments				
To improve attainment for all children in Maths to be in line with national average. (B, D)	Increase in the number of PP-eligible children reaching ARE or above in Maths closer to 70%. Teachers are aware of	Catch-up Numeracy intervention groups Y2-6. Smaller groups – particularly in Reception and Year 1. Subject Leader TLR Time to monitor Maths progress across the school, attend CPD, deliver CPD to staff, and	Pupils whose Maths level is WT1. EYFS and Year 1. Whole school.	£2,508 £32,000 £19,000

	PP-eligible children in their class. The gap between PP-eligible and non PP-eligible children has closed.	monitor Maths initiatives across the school such as developing reading at home.		£950
		Subject Leader and Teacher time to implement concrete, pictorial, abstract and mastery teaching format (CPA model) and working walls across the school following on from Maths INSET and several follow-up sessions delivered by Maths Leader. Learning environments will support all learners.	Whole school.	£810
		Use of TT Rockstars to support learning timetables.	KS2.	£125
		Tuition in KS2.	Year 6 pupils.	£5,000
		Identification of children who have potential to achieve GD in Maths and put targeted interventions into place to support this.	Y1-6	£960 (GD Maths) £960 (GD Reading) £360 (PMC Club)
		School working in partnership with Phil Armstrong from Early Excellence in regards to continuous provision and use of resources.	Whole school.	£400
		Rigorous focus on PP during lesson observations, book reviews, during pupil progress meetings and following termly data analysis.	Whole school.	£1,900

			Budgeted cost	£64,973
SDP Priority – 1. Attendance				
To improve whole school attendance. (C)	Whole school attendance has improved. Attendance of vulnerable groups has improved to be in line with national average.	Pastoral Lead time to liaise with and support families. Attendance Officer to monitor attendance using attendance registers and DC Pro and put strategies in place immediately to support. Rigorous analysis of attendance data. SENDCo time to monitor attendance of PP-eligible children and children with SEND. Annual subscription to LA attendance service (£300 for 10 weeks). Magic Breakfast – breakfast on offer for every pupil daily. Cluster schools working in partnership to tackle attendance initially through parent letters.	Whole school.	£2,850 £3,420 £1,330 £950 £500 £2,280 £150 £150
			Budgeted cost	£11,630

SDP Priority – 3. Reading, SPAG and Writing				
To improve attainment in Reading and Writing and close the gap between PP-eligible and Non PP-eligible children. (A, F, B, D)	Increase in number of children reading at home. Year One Phonic Screening Pass rate for PP-eligible children will be at least in line with National Data. Increased parental understanding in Reading and how they can help their children at home with this. The gap between PP-eligible and Non PP-eligible children in Reading and Writing has diminished.	Subject Leader working closely with National English Hub to improve Phonics screening scores and to improve reading rates at home. Catch-up Literacy intervention groups Y 2-6. Smaller groups – particularly in Reception and Year 1. SENSS Package: • Diagnostic assessments. • Direct teaching. • Training for Teachers/TAs. • Early indicators checklist for pupils at risk of delayed literacy development. • TA time to deliver programmes (1:1). Speech and Language Therapy Support: • SALT resources. • Training for Teachers/TAs. • TA time to deliver programmes (1:1). Subject Leader TLR Time to monitor Literacy progress across the school, attend CPD, deliver CPD to staff, and monitor Literacy initiatives across the school such as	Whole school. Y 2-6. Reception and Year 1. Y 1-6. N-Y6. Whole school.	Costed in plan. £4,104 £19,950 £6,840 £300

		developing reading at home. Celebration of World Book Day. SLT intervention time. Read, Write, Inc. – Nursery, EYFS and KS1. 1:1 RWI Pinny Time. Fresh Start phonics intervention in LKS2. Reading intervention programmes - to include Dorset Reading Partnership support and Reading Stars and Governor reading intervention. Accelerated Reader for all pupils in Y 2-6. Identify children who have potential to achieve GD in English and put targeted interventions in place to support this. Tuition in UKS2. Parent workshops to inform parents about the teaching of Reading and importance of reading at home.	Whole school. KS1/KS2. Nursery, EYFS, KS1. EYFS and KS1. Year 3 – Pupils who did not pass the Phonics resit. Y 1-6. Y 2-6. KS1 and KS2. Year 6. KS1 and KS2.	No cost. £900 £9,000 £4,000 N/A at present. No cost. £200 £1,800 As above. £50

		School working in partnership with Phil Armstrong from Early Excellence in regards to continuous provision and use of resources.	Whole school.	As above.
			Budgeted cost	£47,144
SDP Priority – 1. Attendance / Learning Environments / Meeting the needs of all				
To continue to develop our nurture provision to support the emotional well-being of all children. (E)	Attendance is improved across the school, especially for vulnerable groups. There is a reduction in the number of behavioural incidents. There is a reduction in the number of exclusions. There is an increase of key children's emotional wellbeing, including self-esteem and confidence.	ELSA provision running at full capacity. WEB Club (Well-Being Club). Nurture base provision and environment, The Orchard, running with a new timetable for key vulnerable children. Nurture base team running with 3 members of staff supporting children in and out of The Orchard. Nurture breakfast club. Nurture break and lunch clubs. Development and implementation of sensory room and have more sensory equipment available. Monitoring using the Boxall profile and pupil questionnaires.	KS1 and KS2 with a key focus on all children struggling with emotional health and wellbeing. Key children with SEND/SEMH needs. Disadvantaged and SEND pupils across the school. Children with sensory needs across the school. Key children including those in The Orchard.	£2,500 £900 £18,500 £18,500 £4,500 £1,500 Included in Nurture Staff above.

			Budgeted cost	£46,400
SDP Priority – 1. Attendance / Meeting the needs of all				
All children have access to a wide range of enriching experiences and activities. (D)	All disadvantaged pupils have access to extra-curricular activities and school trips. All children have achieved at least one of their "11 before 11" experiences by the end of the year.	Specialist coaches: tennis, dance, gymnastics. Swimming provision. Residential visit subsidy. School trips subsidy. Music lessons subsidy. Forest school provision. Enrichment afternoon across the school: TAs provide a wide range of alternative enriching opportunities and activities which are not typically provided within the normal curriculum. "11 Before 11" – 11 enriching activities that children will have the opportunity to take part in throughout their time at BVPS. Broad and balanced curriculum across the school to offer a wide range of learning experiences.	All pupils across the school.	£12,000 contributions.

			Budgeted cost	£12,000
SDP Priority – 1. Attendance / Meeting the needs of all				
All children eligible for PP funding have equal access to school life and experiences. (D)	Use of PP funding to support individual pupils. Increase of PP-eligible pupil's attendance to be in line with National Average.	Costs of school trips, uniform, meals etc. subsidised by using PP funds as and when required. Milk. Nurture breakfast club – free for vulnerable children (available daily). No child excluded from all school activities due to monetary barriers. Time for Pastoral Lead to support referrals to food bank and other services if required. Magic Breakfast – breakfast for all children.	Disadvantaged pupils across the school.	£1,500 £2,000 Included in The Orchard costs. £570 Detailed above.
			Budgeted cost	£4,070
			Total planned expenditure to date	£186,217
			Reserve fund for contingency support of disadvantaged pupils through additional intervention	£3,991